

12-16s learning about

Mission Aviation Fellowship

A charity with a Christian vision for serving isolated people around the world.



Lesson 2: 70+ years of flying help, hope and healing around the world

In these lessons, students will consider the development and growth of the work of MAF as an expression of Christian mission, developing evaluative arguments of their own about the value of MAF's projects and work. They will engage with ideas about service and mission in the name of God. **The lesson follows on from Lesson 1, and the two should be done in sequence.**

Key words: Christian / Bible Scripture / Kingdom of God / Global serving / Mission work / Communities / Poverty / Impact / Suffering / Human rights / Jesus Christ / Belief & teaching / Worldwide Church / Christian charity / Faith / Inclusion / Wisdom / Authority / Body of Christ / Modern world / Disaster relief / Impact

Connections to RE syllabuses:

These lesson ideas are provided to help 12-16-year-olds students of RS to learn about key ideas from the Bible, from global Christian communities and from MAF. The learning contributes to the aims of GCSE RS and other qualifications.

RE aims: In line with the requirements of GCSE, these lessons will enable students to:

- Demonstrate knowledge and understanding of Christianity, including some key sources of wisdom and authority from the Bible
- Understand some ways Christian faith influences individuals, communities and societies
- Apply their knowledge and understanding in order to analyse questions relating to Christian beliefs and values
- Construct well-informed and balanced arguments on matters concerned with religious values and beliefs.

To the teacher: Why study MAF?

MAF (Mission Aviation Fellowship) is an example of a Christian charity. It works in partnership with some 2,000 Christian and relief organisations.

MAF enables the swiftest delivery of practical help, emergency relief, medical assistance and spiritual hope to provide help, hope and healing to some of the remotest and most inaccessible communities on earth. Their amazing fleet of over 130 small planes can reach places others can't get to and has grown from small beginnings more than 70 years ago. MAF supports both goals of Christian mission and humanitarian compassion.

RS learning outcomes:

Through this work, students will:

- Explore global examples of the Christian mission of MAF
- Consider questions about the meaning of Christian mission and the 'Kingdom of God'
- Apply key concepts from Christianity to contemporary moral issues about fairness and justice
- Argue about some varied understandings of Christian mission in the contemporary world
- Analyse how MAF puts biblical ideas into action
- Evaluate the ways in which MAF seeks to follow the teaching and example of Jesus.

Curriculum connections:

GCSE Religious Study: Students study the place of Christian mission, evangelism, church growth, the role of the church in the local community and the importance of the worldwide Church. They learn about Jesus as a role model, the Kingdom of God and belief in the Church as the 'Body of Christ'.

RMPS in Scotland: Students develop knowledge and understanding of Christian beliefs and values, developing the ability to explain Christian beliefs in relation to biblical ideas; gaining insight into how values and beliefs affect the lives of followers of Christianity.

British Values: Students explore the meanings of values such as individual liberty and respect for all.

Understanding Christianity: Students develop their understanding of key Christian concepts including creation, the people of God, the nature of salvation and the Kingdom of God.

Religious Education: Learning activities

The four lessons in this series encourage students to consider creatively some questions from RE/RS syllabuses about Christian mission, global community, the Kingdom of God and Scripture in relation to examples of MAF's work and the work of other students. Students are challenged to think about how MAF contributes to the Kingdom of God, the Church's mission, and how this expresses the 'Spirit of Jesus' at work in the world (a teaching connected with Christian belief in the Trinity). They have an opportunity to be creative themselves.

They will apply ideas from Scripture to this work, with a focus on the concepts of faith, hope and love from **1 Corinthians 13** (a text set in many RS syllabuses). Teachers may find it helpful to print the two pages of artwork and explanations back-to-back for groups of learners. They are also available on the PowerPoint for this lesson.

Activity 1: Begin using the PowerPoint, which shows a videoclip about MAF's response to international disasters. Ask the pupils if the idea of the 'Kingdom of God' – wherever God rules – is relevant to the video, and in what ways.

Activity 2: Creativity: Expressing the big ideas of the Christian Gospel.

What is Christian mission? What is the Kingdom of God?

Imaginative artwork from Bible ideas, your own thoughts and the mission of MAF.

Look at the four images made by other students which express some of their ideas about the meaning of love in action, the Kingdom of God and hope for the world. Rank them. Which one would you choose for gold, silver and bronze if you had to judge them?

Activity 3: Consider these four ideas one by one: [How] does MAF put these ideas into action?

- 'The mission of God in the world today is simple: love is the mission.'
- 'The mission of the Christian community must try to respond to the troubles of the world today, so Christians must work together to take action against climate change, poverty, conflict and ill health wherever they are found.'
- 'In the Bible, Saint **James 2:17** says, "Faith is dead without action." Putting faith into action can be done in many ways, and some of these are illustrated by MAF's work.'
- 'Jesus taught that the Kingdom of God, where God rules, is a place for mercy, peace-making, humility, pure heartedness and hunger for righteousness and justice. Do you spot these characteristics in the work of MAF?'

If you connected one idea to each of the four pictures, which would go with each picture and why?

Activity 4: Read and think

- Read **Information sheet 1 & 2 (pages 6 & 7)**– Mozambique. MAF Disaster relief response.
- Use disaster relief examples to explore the 'Spirit of Jesus' in action today.
- Consider the chart (**slide 12**) which shows how MAF respond to destroyed homes, dirty water, broken transport links, food insecurity and health threats.
- Look at the photos (**slides 13-18**).
- Jesus taught that the Kingdom of God, where God rules, is a place for mercy, peacemaking, humility, pure heartedness and hunger for righteousness or justice. Do you spot these characteristics in MAF's work? Where do you see these ideas in action?

Activity 5: Extended writing

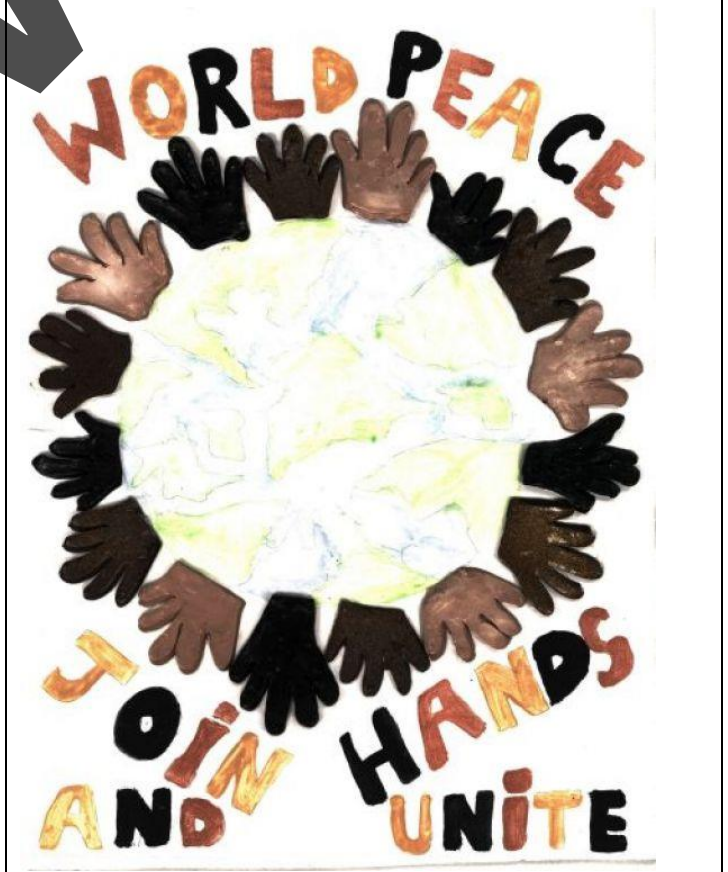
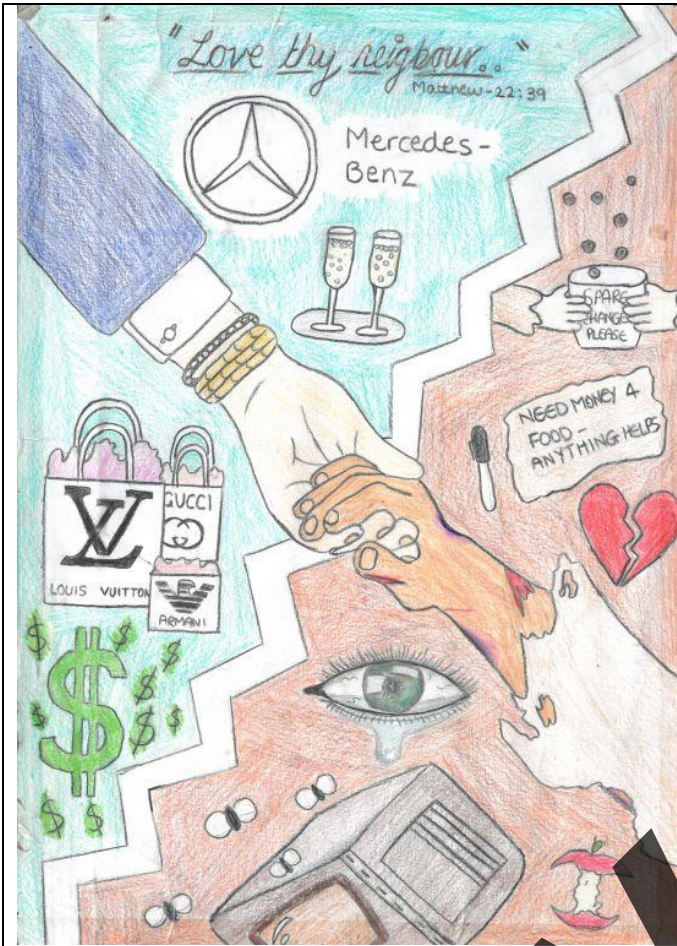
What does it mean to put the 'Spirit of Jesus' into action in the modern world? Give examples that connect Gospel texts and MAF's projects in your answer.

'Christian mission should concentrate on teaching people all over the world about God'. Give reasons why you agree or disagree with this statement, using Bible quotes and examples from the work of MAF.

Activity 6: Creative art about MAF

Take a verse from the Bible that you think fits well with the work of MAF and create a work of art which expresses the meaning in the verse as well as illustrating what MAF does. Don't copy the examples given. MAF would like to see the best examples of work from your school, so please send them in! You can email work to: youth@maf-uk.org

Student artwork about love, hope and the Gospel of Jesus



Example 1: Faith in Action, by Angela

'The title I chose is Faith in Action because you can't be a Christian and not act on it. You should practice what you preach. My Art in Heaven is about helping poor people and those less fortunate than ourselves. The deepest thing about the work, in my opinion, is the hands because it shows two people from completely different worlds putting their differences aside, helping one another and coming together. A Bible quote that fits with my work is: "Love your neighbour as you would love yourself." Matthew 22:39.



'I chose it because it explains how you should care for your peers and people around you, no matter what the circumstances. In my picture you can see two hands and two sides, one rich and one poor. I tried to make the contrast between the two quite extreme to make the hands seem more meaningful.'

- How does the artist interpret the meaning of the Bible quote? Do you agree with the interpretation?

Example 3: Tree of Life, by Freya

'I made Tree of Life to share my ideas about justice. However much evil and destruction (as in the newspaper headlines all over the lower half of the image), there will always be kindness and hope. That may lead to justice and peace. The tear is for pain, the grapes are for the prosperity of justice and the newspapers and flames are for tragedy.'



'The person represents all of us, living on earth, and religion and goodness – what really counts in our lives. The vine and the grapes are there to show that if we want justice we must respect everything that lives.'

- What do you think of the balance between good and evil in this picture?

Example 2: Positive Action Can Change the World, by Matilda and Jessica

'We aimed to keep this design simple. We think Christian charities should stand with the poorest people of the world to end poverty and injustice, regardless of faith or ethnicity. We tried to convey our message by showing that, behind the bombs (symbols of all kinds of disaster and trouble) and talk of terrorism, it is possible for people to share and unite. The explosion hides clasped hands. Positive action can bring a fairer world. Money, time, energy, love: be willing to share these things.'



- The artists show the impact of hate first, but the possibility of hope below. What do you like or dislike about their work?

Example 4: Hands, by Louie

'I have represented the world in the middle circle and shown all our diversity and different cultures. The quote says: "Love is kind and patient, never jealous, boastful, proud, or rude."



I've done all the hands in different shades. The message of my artwork is about the fact that everyone is different, but we all deserve fairness in life.

'I'm saying that, even though we all have a different skin colour, we can touch. We are all the same.'

- Do you think the artist expresses hope for a world of fairness effectively?

Information Sheet 1. Spring 2019, Mozambique is hit by Cyclone Idai

A million people are left homeless as 300,000 homes are destroyed by the cyclone and flooding. Nearly one third of them are children. Thirst, hunger and disease follows flooding and, despite great efforts for health, several thousand cases of cholera are reported.



The information shows ways that MAF's ability to move people, medicine, food and supplies makes a crucial difference to emergency disaster response – enabling agencies to save lives and help those who've been affected. For MAF staff who are Christians, this is all part of building the Kingdom of God.



The cyclone brought winds of over 100 miles an hour across the city of Beira (population 300,000) on the Mozambican coast, and was especially devastating because it hit overnight. The rivers of the area flooded towns and villages so fast that people had to carry their children up trees to reach safety [see photo]. The air relief provided by MAF planes was essential – saving many lives in the days immediately after the cyclone struck.

Information Sheet 2. Disaster response

John Woodberry is a Disaster Response Officer working with MAF. Watch the video *MAF Disaster Relief* (in the PowerPoint that goes with this lesson). Read John Woodberry's interview. Discuss with a partner: 'What connects the video with John's description of his job? Can you list connections?'

- **'Disaster Response Officer' – what does that involve?**

My role is to make sure MAF is prepared for when a disaster happens, and to ensure that we're able to respond rapidly, effectively and impactfully, using the skills MAF brings.

- **What is a disaster and how does MAF help?**

A disaster can be an earthquake, hurricane, cyclone, war, famine, Ebola outbreak, or something like that. What MAF does is to provide remote flight support, communications or logistics – getting the right people and the right cargo to the right place at the right time.

- **How do you keep on top of what's going on in the world?**

We pay attention to what's going on in the news and to what's happening on different disaster websites. We're connected with other groups that work in disaster response as well, and we share information. We may even partner together when a disaster occurs. We also get critical information from MAF programmes. Sometimes you hear something in the news but you're not sure of the scale of the disaster.

- **How is MAF prepared to respond?**

We do a lot of preparation before any disaster, but it's not like we have a fire station with ten planes waiting for a bell to go off! What MAF has is a core Disaster Response Team involving people who are already part of MAF programmes globally. We also have money and equipment set aside, so we can act rapidly when disaster strikes. We can have people moving within 24 hours if we decide to trigger a response.

- **What skills are important in disaster response?**

They need to have the right personality to work in a high stress, low sleep and constantly changing environment. Someone who brings solutions to the table, not more stress. They also need to have a high skill set, whether in aviation, administration, communications or logistics, and be able to do it well enough so that, even in the midst of the stress, they can set up a good system. They also need to be comfortable making decisions with only 65% of the information they'd like.

- **When does a disaster response stop being a disaster response?**

Typically, a disaster response finishes after three months, but it really depends on the disaster. Sometimes the needs are met within three weeks. With other disasters, because the area is so remote and the needs are so great, it might take a year. You have to figure out one to three months into a response what the end is likely to look like. If there's a programme there already, are we going to transition back again? If there wasn't one before, are we going to start a new one?

- **What do you think is the greatest challenge?**

The greatest challenge is coming into a situation and not really knowing how the operation is going to be set up. We know what MAF does well, we know the skill sets of people on our team, but you're going into a new environment or situation, with new challenges and new needs – all of which can change over time.

- **What's the most rewarding part of the job?**

I believe strongly that God has given me certain gifts. He gave me these gifts for a reason, so being able to use them in a way that impacts and serves people is the most rewarding thing for me.

- **How does the team handle the emotional side?**

Stressful environments can cause one of two extremes in people. They can either get so disturbed by the trauma that they can't operate, or they can become 'Mr Robot' and tune the emotional side out. You have to engage with the emotion, with the story, but also not get so involved in the trauma that you can't do a technical skill well. So, you get people on the disaster response team who are good at managing their emotions because that's what's needed for more people to be helped. But, if they sense themselves becoming 'Mr Robot', they have to adjust. You have to keep yourself somewhere in the middle!

- **What's in your disaster response 'go kit'?**

A water filter that allows you to take water out of a ditch and drink it safely. 'Clif Bars' – which you can live off for days. I'll bring backpacking food. A bug hut, which is like a mosquito net in a tent structure. Those are the things I always have in my 'go kit'!

Examples of student responses:

Can learners apply concepts and ideas from the Bible to issues in the contemporary world?

This pupil reflects on the impact of the Christian Bible on the work of MAF. Using Scripture

thoughtfully, relating to

key concepts like 'Kingdom of God' or 'the Body of Christ' is a key skill in examination RE.

If the kingdom of God is God ruling over this world, the MAF are contributing by spreading God's word to areas in need.

'we are all one body' shows we are all the same and if some parts of the body don't work the whole do body is affected, so they are helping the people in need.

Can students explain and interpret Christian Scripture to weigh up arguments about the nature of Christian mission in the world today?

This pupil refers to a range of Bible texts in relation to the initial quotation in the essay title set:

"CHRISTIAN MISSION SHOULD CONCENTRATE ON TEACHING PEOPLE ALL OVER THE WORLD ABOUT GOD"

agree - "you are all one through faith in Christ" should help spread message of christianity

disagree - "for I was hungry & you gave me something to eat..."

"I was a stranger & you invited me in" humans will be judged by God according to how they help others

agree - "God created mankind in his image" - all people should have equality & dignity

disagree - "Love is not self-seeking" shouldn't do these things for own benefit

agree - "love your neighbour as yourself" christianity teaches compassion & importance of treating people fairly, Jesus also taught about helping others

disagree - they provide food, water & shelter during times of emergency crisis, saving thousands of lives, MAF

I disagree with the statement 'Christian mission should concentrate on teaching people all over the world about God' for the following reasons.

First of all, Christians...

may say that in the Bible it says "For I was hungry and you gave me something to eat" which shows that humans will be judged by God according to how they help others, not by teaching about God. In the Bible it also says "Love... is not self-seeking" this shows that they shouldn't do things for their own benefit, but instead to help others. Mission Aviation Fellowship use planes to bring help, hope and healing to isolated people in need, rather than just religion.

↳ but alongside religion

However, a Christian who agrees with the statement may argue that in the Bible it says "you are all one in faith through Christ", which shows that they should try to spread the message of Christianity. Also the Bible says that "God created mankind in His image", which means that all people should have equal since they're all equal in the eyes of God. Jesus taught to "love your neighbour as yourself" and Christianity teaches compassion, so it may be more important to spread the message of God and Christianity.

Overall, I disagree with the statement but can understand why others may agree.

Each Bible quote used is explained in relation to the overall title, expressing a cumulative argument thoughtfully, and leading to the final conclusion.

For more information about MAF, visit: www.maf-uk.org

For more stories about the work of MAF, visit: www.maf-uk.org/how-we-help/stories

For more games and other resources to use in schools or with young people visit:

www.maf-uk.org/youth/resources